**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, statement of the problem, purpose of the study, scope and limitation, significance of the study, definition of the key terms and research paper organization.

**A. Background of the Study**

English has an important role in our life. It is one of essential means to communicate and to express idea among people from different countries. Today, English is given and taught to student from elementary school to university.

Basically, people need communication with others. To do this, they need language to express their feeling, ideas and desires to others. English as an international language is widely spoken all over the world. In Indonesia, as the first foreign language, it has very important roles in some aspects of life such as science, technology and educational fields as well. Considering the importance of English, Indonesia government decided English as a compulsory subject for formal school (PERMENDIKNAS No.22, 2006 about National Education System and PP No. 28, 1990 about The Development of Human Resource).

Learning English means learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learns three important components such as pronunciation, vocabulary, and grammar.

Based on the statement above, it is clear four major skills. And the three components of English cannot be separated one to another, because they are as unity. Unity means the skill are supported by components of English language.

Speaking is one of the major skills that must be noticed in learning language. Susan (1981) stated that to speak is literally defined as to say things, express thought aloud, and use voice talk. This definition can be understood further through the word “express and aloud.” expressing means to show feeling, opinion, or fact word or in some other ways and aloud means in voice that may be heard.

In the meantime, many experts as Brown (2001), Richard Rodgers (2001), and Curran (1976) had found out the techniques in speaking learning, one of the technique is story telling. According to Otto (1979:183) “telling measures comprehension by asking the students to tell as much as the story as he or she can recall. Usually without referring back to the text, this statement means that the students will show their understanding after telling the stories.

In teaching and learning process, there are many problems faced by teacher and students. When the writer conducted preliminary study in MTs Al-Ghozali Panjer, there are many students who got problem in speaking. Most of them found difficulties in speaking because they are afraid of making mistakes and have less confidence. It came from their vocabularies which are still low.

From this statement, the writer believes that story telling can make students active. They can explain their experience, their imagination or tell a story that they heard and read.

Based on the result of the preliminary study, the writer wants to conduct a classroom action research entitled “Using Storytelling Technique to Improve Speaking Skills of The Students of MTs Al-Ghozali Panjer”.

**B. Statement of the Problem**

Based on the background of the study, the problem of the study is: How can story telling technique improve the speaking skills of the students of MTs Al-Ghozali Panjer?

**C. Purpose of the study**

Based on the statement of the problem the purpose of the study is to find out how story telling technique improves speaking skills of the students of MTs Al-Ghozali Panjer.

**D. The Significance of the Study**

The result of this study might be significant for field of education, in the form of giving information to the teachers and the students about how story telling is implemented at school especially at MTs Al-Ghozali Panjer. Furthermore, it might be able to help the teachers to give additional information about story telling and become an alternative technique in teaching speaking. The result of this study is hopefully able to bring the students to improve their English speaking skill.

**E. Scope and Limitation of the Study**

There are many activities used to teach speaking skill such improvisation, role play and buzz group. The scope of this study is teaching speaking by using story telling to improve speaking skills of the second-year students of MTs Al-Ghozali Panjer Tulungagung in the academic year of 2011/2012.

In this research, the writer limits the study only on the implementation of story telling to improve the speaking skills of the students of MTs Al-Ghozali Panjer by using narrative text. The reasons why the researcher used narrartive text: 1) narrative text is included in their curriculum; 2) narrative text contains some norms, ethics, art, and culture.

**F. The definition of key terms**

The definition of key terms is provided in order to avoid misunderstanding. It is important to define the term used in the topic in this study. They are as follows:

1. Storytelling

According to Royanti, 2007:17 storytelling is an effective teaching and assesment tool that enables the reader to focus on specific elements of story structure. In this study, story telling is defined as an activity that enables the students to understand the story and able to tell the story with their own language development.

1. Speaking Skill

Speaking skill using story telling refers to an oral sharing of personal or traditional story, told using the essence of the tradition from which it origins. As a shared experience between teller and listener, it offers natural language experiences for students. It drives the students to speak up in speaking class; they can express sequence or ideas fluently and build up their confidence to speak.

1. To improve

To disapprove, to find fault with, to reprove, to censure, to improve negligence (Hornby, 1974). To improve, in this study, means to have significance improvement in order to achieve the criteria of success.

**G. Organization of the Study**

 The organization of the research paper is given in order to make the readers understand the content of the paper.

CHAPTER 1: Introduction. In this chapter the writer presents background of the study, statement of the problem, purpose of the study, scope and limitation of the study, significance of the study, definition of the key term and organization of the study.

CHAPTER II: Review of The Related Literature. It covers: the definition of speaking, Characteristics of a Succesful Speaking Activity, Strategy of Teaching Speaking, Definition of storytelling, A Variety of telling Activities, and A good way of telling story , Test of Speaking**.**

CHAPTER III: The Research Method: the research design, the preliminary study, the procedure of classroom action research, Data collection method, Data sources, Data analysis method, Criteria of Success.

CHAPTER IV: Research Finding and Discussion, Data from preliminary study, the classroom action research data, Discussion of the finding.

 CHAPTER V: Conclusion, Empirical conclusion and Suggestion**.**

**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

This chapter discusses: General Concept of Speaking Skill, Teaching of Speaking Skill, Storytelling, Teaching of Speaking Skill Using Storytelling, and Test of Speaking.

1. **General Concept of Speaking Skill**

Speaking is so much a part of daily life that we take it for granted.

According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore the writer infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication often depends on speaking skill.

1. **Teaching of Speaking Skill**

Teaching speaking is not like listening, reading, and writing. It needs a habit formation because it is a real communication. Speaking needs practice as often as possible. It is not writing or reading but it must be practiced directly.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language teaching and learning. However, the goal of teaching speaking should improve the students’ communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components’, such as pronunciation, grammar, vocabulary and fluency (Syakur, 1987: 3). In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components and make the English lesson more exiting.

According to Brown (2001: 271) some types of classroom speaking performance are; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue) and extensive (monologue). The first type of classroom speking performance is imitative. Imitative means that students imitate the sound of teachers speaking or the tape recorder sound. It is not aimed to interact with others but for focusing on some particular element of language form. The second type is intensive, It means that intensive speaking goes and-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. The third type is responsive. Responsive is good deal of students’ speech in the classroom. Students’ give short replies to teacher or students imitated questions or comments. The forth type is transactional (dialogue) carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language. The fifth type is interpersonal (dialogue), it is carried out more for purpose of maintain social relationship than for the transmission of fact and information. The last is extensive (monologue), in this type students intermediate to advanced levels are called to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

1. **Classroom speaking activities**

Many of the classrooms speaking activities which are currently in use fall at near the communicative end of the communication continum. The following activities are also helpful in getting students to practice ‘speaking-as-a-skill’.

1. Information-gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing the information- because they have different information, there is a ‘gap’ between them.

1. Telling stories

We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. Teacher can encourage students to retell stories which they have read in their books or found in newspapers or on the internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

1. Favourite objects

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favourite objects. Students think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

1. Meeting and greeting

Students role-play a formal/ business social occasion where they meet a number of people and introduce themselves.

1. Surveys

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people’s sleeping habits.

1. Famous people

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they wolud give them.

1. Student presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual, time must be given for students to gather information and structure it accordingly.

1. Ballon debate

A group of students are in the basket of a ballon which is losing air. Only one person can stay in the ballon and survive (the others have to jump out). Individual students representing famous characters or professions have to argue why they should be allowed to survive.

1. Moral dilemmas

Students are presented with a ‘moral dilemma’ and asked to come to a decision about how to resolve it (Harmer, 2007:131).

1. **Characteristics of A Succesful Speaking Activity**
	1. Learners talk a lot

As much as possible of the period of time alloted to the activity is in factoccupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

1. Participation is even

Classroom discussion is not dominated by a minority of talkactive participants: all get chance to speak, and contributions are fairly evently distributed.

1. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

1. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

* + 1. **Speaking Teaching Strategies**

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies--using minimal responses, recognizing scripts, and using language to talk about language—which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students to learn speaking so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack of confidence in their ability to participate succesfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners beginning to participate is helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

* 1. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologise, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker’s turn and the one that follow it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

* 1. Using language to talk about language

Language learners are often too embrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not been understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants of language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instrutors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations thay they may encounter outside the classroom.

1. **Story Telling**
2. **Definition of story telling**

 Story telling, as part of speaking activities in class, is an effective teaching tool that enables students to focus on story structure.

Story telling is a procedure that enables a child to play a large role in reconstructing stories. It underlines both social and academic development. When they tell a story, they use language for an extended period of time. They construct the story. This activity increases their language development.

 When narrating stories, the speaker uses the language for an extended period of time. This active participation with stories results in increased language development, comprehension and an interest in books and in learning to read. Telling after reading provides another opportunity for the reader to reconstruct the text.

Telling story is an active process that encourages children to reconstruct the text; it also allows for interaction between tutor and child. When necessary, teacher can help the child reconstruct the meaning of the text by using open-ended questions and lead-in to facilitate. For example, if a child pauses and seems confused, ask, What happened next? If a child needs help detailing a main character, say, Tell me more about this character (Gibson, 2003:1).

Here, students are required to do most of the talking, consider what they have read, and formulate their thoughts to express a true understanding of what they have read.

1. **A Variety of Telling Activities**

Students need experience telling familiar stories (e.g., The Three Little Pigs) or stories with predictable patterns (e.g., Brown Bear, Brown Bear, What Do You See?) (Morrow: 1989). Older students can begin with stories and texts that have more complex plots and settings. Telling story can be done individually or in small groups, but tutors should always model the activity first. The following examples present a range of telling story activities.

1. Five-finger telling story—prompts for stories

A simple five-finger technique can help guide students through telling story. Each finger represents one of the following questions:

* Who were the characters in the story?
* What happened in the story?
* Where did the story take place?
* When did the story take place?
* Why did the action happen the way it did?
	+ - 1. Oral telling story using props

Visual prompts help students organize their thoughts when telling a story. Props such as finger puppets and felt boards provide a concrete structure to frame the story (Owocki, 1999). Make simple puppets by photocopying or drawing the main characters from a story and gluing them to craft sticks. You can also use these with a felt board—a small board covered in felt—using adhesive or Velcro.

1. Chalk talk

Morrow (1989) describes chalk talks as retellings in which students draw aspects of a story while telling about it. This technique is great for older students, and works with both fiction and nonfiction texts. Chalk talks are most effective when students have enough room to see how their retelling is evolving as they draw. Using chalk (on a chalkboard or the sidewalk) allows students to erase and redo elements of the retelling as needed. You can also use mural or chart paper with markers.

1. Dramatizations

Students love dramatic play, and this vehicle provides them with a natural way to recreate a story. Choose read-aloud texts with simple story structure and a limited number of characters. Do this activity with a small group of students , each taking on a different character from the story. Older students , who might be reading more complex stories, can choose a particular part of the story to act out, such as the emotions of a particular character or what a character might have been thinking and why.

1. **Benefits of Story Telling**

The advantages of storytelling are not as simple as it looks like. The first advantage is to sharpen their imagination. Students will make their own visualization from any story they heard. They will learn to create their own image such as the situation and the characters of the certain story. Gradually, the visualization they make will be helpful to improve their creativity.

The second advantage is giving effective media for students to learn moral values and ethics as well as stimulate them to have empathy. Those values are including honesty, modesty, solidarity, and hard work. It is also useful in introducing several important habits such as brushing their teeth regularly or eating enough vegetables. They will easily learn these morality and important habits from the characters of the story.

The third is to grow their reading interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their first reading material. Gradually, they will have interest to read other genres such as science, general issues, spiritual books or many others.

1. **Teaching of Speaking Skills Using Storytelling**

The use of literature in foreign language teaching has greatly increased over the past few years. The materials and activities that derive from literacy texts are a great aid tolearning in that they appeal to the learners’ imagination, increase motivation and, above all, create a rich and meaningful context. Among the techniques available to the teacher, storytelling is one of the most frequently used, especially with beginners

and false beginners. Storytelling is an established part of the curriculum in both English-speaking countries and many others, and stories are seen as a first-rate resource in the teaching of the child’s own language (Zaro and Salaberry, 1995:2).

1. **A good way of telling story**

There are some ways to tell the story as well as possible:

1. Have an interesting story to tell

 The key of storytelling is to provide listeners with a good story. If you don't have a story worth listening to, no one will listen. You have to focus on your audience. You are definitely not going to tell a horror story to little kids! Just like you shouldn't tell an overly childish story to older ones. Find a good story for the listeners.

1. Memorize the basic story

If your story has dialogue, you don't need to memorize the exact dialogue, just the basics.

1. Use hand motions to emphasize the story

 Doing so will catch a listener's attention plus make the storytelling exciting. Hand motions should be incorporated when the tale calls for it. For example, if a line says "The tree was taller than the sky," you could point up.

1. Use facial expressions

If a character in the story is sad, for example, frown. If a character is happy, a smile would work. You have to pay attention to the mood of the story, as well and let the mood flow into your expressions.

1. Allow your voice to be expressive

 Give the characters different voices. For example in the story of Goldilocks, the three bears could have a high, low, and medium voice. If the mood in the story is scary, low tones are perfect. Build your voice at the exciting parts, then drop it suddenly right before the most exciting part. In a simple fairytale, focus on your audience. If your audience is young children, use kind voices. Older kids may enjoy a more fun telling.

1. Add details

 A girl with brown hair and blue eyes could be described in your story as a young girl with golden brown hair and eyes as blue as a river. Exaggerating small things in a story can give a wow effect.

1. Practice in advance.

Before you tell your story, give it a try. You may want to videotape yourself or do it in front of a mirror so you can see the flaws in your telling. After you watch the video of your telling, mute the sound so you can only pay attention to the visual aspects. Did you use hand motions? Check your expressions as well. Now, close your eyes and just listen to the story.

1. **Test of Speaking**

 Testing the ability to speak is the most important aspects of language testing. Quetions relating to the criteria for measuring the speaking skills and to the weighting given to such components as correct pronounciation remain largely unanswered. It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropiately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly. Furthermore, success in communication often depends as much on the listener as on the speaker: a particular listener mat have a better ability to decode the foreign speaker’s message or may share a common nexus of ideas with him or her, thereby making communication simpler (Heaton, 1988: 88).

 As one kind of spoken interaction, the purpose will again need to be specified. For example, a test might focus on what is involved in participating in academic seminars, or in business meetings. Procedural considerations will include justifying what teachers claim is necessary or desirable linguistic behaviour in such settings, and determining what conditions (such as prior topic of knowledge) and constraints (such as time limits and diffrent speaker roles and personalities) may be most relevant to performance. The instrumental practicalities of test design that follow will then be derived from pricipled choices, and will in turn determine how far these choices are realiseable in operational terms. Again, many kind of activities carry assumptions and limitations that a teat designer would need to consider carefully according to the purpose. (Allison, 1999: 119)

**CHAPTER III**

 **RESEARCH METHOD**

 This chapter presents description of the research method in this study. It presents research design, the preliminary study, the procedure of classroom action research, data collection method, data sources, and data analysis method.

**A. Research Design**

The design of this study is collaborative Classroom Action Research (CAR). It is called collaborative CAR because the researcher directly works together with English teacher at the school to conduct the research as well as to cope with the students‘ problem concerning their speaking that they encountered in the class. In addition (Suhardjono 2005: 62) explains that the specific characteristic of classroom action research is the real action. This action done in real situation and it is intended to solve practical problem.

The reasons for performing action research fall into three categories: to promote personal and professional growth, to improve practice to enhance student learning, and to advance the teaching profession. The data in the study are obtained from the actions of cycles given to the students in the class. Each action comprises four main steps namely: planning, implementing, observing the action and reflecting on the action.

Planning is the first step of the conducted cycle which concerns with teaching preparation designed by the researcher. It includes the lesson plan the containing the instructional objectives to be achieved, the material to be taught, the teaching media is used and task given the students as the evaluation of the applied strategy. It deals with making observation sheet and field note used the data during the teaching learning process.

The second step of the conducted cycle is implementing the plan which deals with strategy for teaching speaking in the lesson plan to their students in the class. During the implementation of the strategy observation is also conducted simultaneously together the data is needed in the study and to make sure that teaching learning activities being conducted is in line with the prepared lesson plan.

In reflecting on the action, the activity focus on analyzing collected data from each to determine whether or not a following cycle will be stopped if the criteria of success is used in the study is achieved. On the other hand, if the criteria of success has not achieved yet, it is necessary for the researcher to revise the plan and to have another cycle for implementing the following action.

**B. Setting and Subjects of the Study**

This study is conducted at MTs Al-Ghozali Panjer. The subjects of the study are students of the second year of MTs Al-Ghozali Panjer in the 2011/ 2012 academic year. The research is conducted in this class based on considerations: (1) the class has low score in speaking based on the students’ score; (2) the students have less motivation in speaking; (3) the teaching and learning process tend to use repetition and translation. It means that the material is given without involving students actively.

**C. The Procedure of Study**

According to Elliot (2008) classroom action research is the process through with teachers collaborate in evaluating of their jointly, raise awareness of their personal theory, articulate a share conception of value try out new strategies to random the value expressed in their practice more consistent with the educational values they espouse, record their work in a form which is readily available and understandable by other teachers and their develop a shared theory of teaching by research practice.

1. **Preliminary Study**

Preliminary study is very important to be done to find and define the real problems in speaking ability. This preliminary study conducteod on 4 May 2012 at the second year of the students of MTs Al-Ghozali Panjer in. It is done before the researcher starts the action research to know whether there are problems during speaking teaching and learning. The writer conducted preliminary study by joining the class and asking to the students about their problem of speaking. The researcher enters to the class and observe students’ and teacher’s activity during speaking teaching and learning. After that the reseacher asked the students about their problem in speaking. Most of them were difficult to speak because they are afraid of making mistakes and have less confidence. It came from their vocabularies which are still low.

1. **Research Design**

The procedure of the Classroom Action Reseaerch used in the study consists of four steps : (1) planning (2) implementing the plan (3) obsevation the action, (4) reflecting on the action. The steps of CAR procedure can be discribe as follows, asd stated by Hopkins, (1993).

1. **Planning**

Planning the research determines planning as the first activities in research preparation. The preparation made by the research before the teaching and learning give to the students in the class. They are some instrument concerning with (1) Constructing the lesson plan is used in teaching learning process, (2) Preparing the materials for students exercise of speaking by short story retelling, (3) Preparing the observation sheet form in each cycle. In the form of observation sheet that contains the teacher activities and students preparation in teaching learning process of speaking (4) determining criteria of success in speaking.

The criteria of success was set to determine whether the learning activities in the research were successful or not. The criteria required were: The target of success is 85%. It means that 85% students of the total students of the research get the speaking score more than or equals to 75 as the minimum standard or SKM (Standar Ketuntasan Minimum). In this research, the researcher uses the scoring guidance that covers fives aspects: pronunciaton, grammar, vocabulary, fluency, and comprehension.

1. **Implementing**

Implementation is an action from planning step. The researcher teaches students in teaching learning. In the first meeting the researcher explains the materials of speaking related to the subject, such as generic structure, generic feature and social function. The researcher also gives an example of a story related to the topics. In the second meeting the researcher gives a review and asks the students to pay attention to the researcher action in front of class. After that the researcher asks to the students to discuss the story with their group. Then the researcher gives speaking test by asked students to tell the story with their own language.

1. **Observing**

Observing is done during or after teaching learning process; in this step the researcher collects the data from the action done and the plan made. The collaborator observes the teaching learning activities, the students‘ response and makes necessary field notes. And In the end of this step, the researcher gives speaking test to know whether the students speaking learning can improve through short story telling. The results of test are compared to the criteria of success.

* + - 1. Data and Data Sources
	1. Primary data

Primary data is processed by the author. As the primary data are the score of questionnaire‘s answer of the strategy, test of the students‘ speaking skill conducted by the researcher.

* 1. Secondary data

Secondary data is data that have already been collected by someone else for all different purposes to the researcher. The data can be from documentation. They are documentation of the students’ names from MTs Al-Ghozali Panjer.

1. **Reflecting**

In this phase the researcher evaluates the implementation of the story telling technique and the students‘ respond to the implementation of the technique, the strength and the weakness of the technique and also the students result of the test are then used to determine what kind of changes that should be made to revised plan.

**D. Data Collecting Method and Instruments**

**1.Data collecting method**

Data collecting method is writing document describing the specific procedure to gathering the evaluation information (Johnson center, 2008). The document described who collection the information when and where it was collected, and how was obtained. The data used in this study are: number from students’ speaking score and words from observation sheet.

a. Observation

Observation is monitoring with systematic phenomenon, which is investigated. In this research, participant observation will be used since the researcher participates in teaching and learning process and cooperate as the collaboration, this observation is intended to know the students’ participation. They are thought speaking by storytelling. This action research is successful if most of the students (about 85% of the students) can reach the criteria of success of speaking test by story telling.

b. Documentation

Arikunto (2006; 231) states, documentation is used to observe written data such as books, magazines, document, etc. In this study the writer uses documentation method to find the data of students’ names.

c. Questionnaire

According to Thomas University (2008;1), questionnaire is a popular means of collecting data, but it is difficult to design and often require many rewrites before an acceptable questioner is produced. Through questioners the researcher gets information that she wanted to know the respondents’ opinion on whether the technique is interesting or not. By the Questionnaire the researcher will know the student‘s opinion related to the speaking learning process. Besides, the researcher know the students’ attitude, motivation, attention and responses in teaching learning process.

d. Speaking Test

Speaking Test is a set of exercise or other instrument. It can be concluded that the test is a series of question or other instrument to reinforce learning to raise students‘ performance in language (Arikunto 2006: 150). Based on the statement the researcher uses oral speaking test to measure the student‘s ability of English speaking. The students‘ test is done to recognize their speaking skill, and understand the story, The researcher gives speaking test on the first meeting, test on cycle one and test on cycle two for the students. The speaking test on the first meeting is intended to know how well the student have master the speaking skill before being taught by story telling. Speaking Test on cycle one has aim to know the students speaking skill after using story telling. And speaking test on cycle two was done if the result of test on cycle 1 cannot fulfill the criteria of success.

1. **Instruments**

To get data as complete and valid as possible, the researchers uses some instruments to help her. Instrument is a devise for recording, measuring, or controlling, especially such as a device functioning as part of a control system, (The American Heritage, 2003:1). The instruments used in this research are: observation sheet, list of students’ name, questionaire sheet, and test .

In this paper, the researcher quoted the one that used by Harris as it is the most applicable to our speaking class rating system, since we would have 1-10 or 10- 100 range of point as stated in the guidelines of scoring speaking skill in 2004 curriculum. According to Harris, speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Five components are generally recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an understanding of what both the tester and the tested are talking about or the ability to respond to speech as well as to initiate it). Harris presented the sample of an oral English rating scale that used 1-5 points. Below is the frame of Harris’s oral English rating scale:

Table 3.1 Harris’s oral English rating scale

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Criteria** | **Rating****score** | **Comments** |
| 1 | Pronunciation | 5 | Has few traces of foreign language |
| 4 | Always intelligible, thought one is conscious of a definite accent |
| 3 | Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding |
| 2 | Very hard to understand because of pronunciation problem, most frequently be asked to repeat |
| 1 | Pronunciation problem to serve as to make speech virtually unintelligible |
| 2 | Grammar | 5 | Make few (if any) noticeable errors of grammar and word order |
| 4 | Occasionally makes grammatical and or wordorders errors that do not, however obscuremeaning |
| 3 | Make frequent errors of grammar and wordorder, which occasionally obscure meaning |
| 2 | grammar and word order errors make comprehension difficult, must often rephrasessentence and or rest rich himself to basic pattern |
| 1 | Errors in grammar and word order, so, severe as to make speech virtually unintelligible |
| 3 | Vocabulary | 5 | Use of vocabulary and idioms is virtually that of native speaker |
| 4 | Sometimes uses inappropriate terms and mustrephrases ideas because of lexical and equities |
| 3 | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary |
| 2 | Misuse of words and very limited vocabularymakes comprehension quite difficult |
| 1 | Vocabulary limitation so extreme as to makeconversation virtually impossible |
| 4 | Fluency | 5 | Speech as fluent and efforts less as that of native speaker |
| 4 | Speed of speech seems to be slightly affected by language problem |
| 3 | Speed and fluency are rather strongly affected by language problem |
| 2 | Usually hesitant, often forced into silence bylanguage limitation |
| 1 | Speech is so halting and fragmentary as to make conversation virtually impossible |
| 5 | Comprehension | 5 | Appears to understand everything without difficulty  |
| 4 | Understand nearly everything at normal speed although occasionally repetition may be necessary |
| 3 | Understand most of what is said at slower than normal speed without repetition |
| 2 | Has great difficulty following what is said, can comprehend only social conversation. Spoken slowly and with frequent repetition |
| 1 | Not understand about |

**E. Data analysis method**

Derived from the kind of data collected by the researcher above, the researcher analyzed those data by using several methods as follow:

1. **The Qualitative Data Analysis**

In this study, the qualitative data were analyzed through the inductive method. The researcher collected the real data through the inductive method. The researcher collected the real data through documentation. For instance, the researcher collected the data about the name of students at MTs Al-Ghozali Panjer with documentation method and English teaching learning process with observation.

1. **The Quantitative Data**

The quantitative data in this research comes from speaking test and students’ questionnaire. To analyze the result of test, the researcher used the formula of the percentage of success. The formula for individuals is:

% = 𝑋1 X100%

 1xN

 Note:

%= percentage of the students (individual) success.

𝑋1= The score of the students (individual)

N= Total score maximum of the students.

In analyzing quantitative data the researchers use statistical analysis method. To analysis the questionnaires answer. She used Guttman Scale, “YES” answer score 1 and “NO” answered scored 0, (Riduwan, 2003: 17). Each items in the questionnaire can be contend using this formula as follow:

% = 1X Y X 100% (Riduwan, 2003:17)

 1x N

Note:

%= Percentage of score.

Y= Number of student who answer “YES”

 N= Total of students.

Then she compared the percentage with criteria of interpretation score, it is shown as follow:

 0% - 19% is dislike

20% - 39% is boring

40% - 59% is like

60% - 79% is interested

80% - 100% is quite interested